

UNIT OVERVIEW

Course Name: Philanthropy / Social Studies / Language Arts
Unit Title: We Can All Do Our Share
Grade Level: K - 2nd Grades

Overview:

No matter what age we are or whatever our means, it is not too early and never impossible to make some kind of a contribution. This unit teaches what philanthropy is and gives young students a chance to begin practicing their philanthropy.

National Content Standards:

<http://www.ncss.org/standards/home.html>

<http://www.mcrel.org/standards-benchmarks/standardslib/langarts.html>

Michigan Content Standards and Benchmarks:

Lesson One: SOC.V.2.EE.1

Lesson Two: SOC.VII.1.EE.2

Lesson Three: SOC.I.2.EE.4 ELA.5.EE.1 ELA.10.EE.1

Philanthropy Theme(s):

- Definitions of Philanthropy
- Philanthropy and the Individual

Unit Purpose:

Students will describe acts of philanthropy that are possible for persons of any age to do and will recognize that personal acts of heroism are carried out every day in the community.

Unit Objectives:

The learner will:

- describe classroom behavior that improves the learning environment.
- select possible and plausible philanthropy projects for completion.
- compare fictional and real heroes and identify heroes in the community.

Experiential Component:

After lesson two, where students select individual projects, it is recommended that students perform their selected philanthropic tasks.

Time:

Three thirty-minute, two forty-five minute, and one sixty-minute class periods

Lesson Titles:

1. Compliments
2. I'm a Philanthropist!
3. Heroes in Our Community

Unit Assessment:

Students will complete “*Hero Profiles*” of persons who give of their time, talent, or treasure for the community and make a real difference to those around them.

Notes for Teaching:

None for this unit.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One:		
SOC. V. Inquiry	2. Conducting Investigations	EE. 1. Pose a question about life in their school or local community.
Lesson Two:		
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	EE. 2. Participate in projects designed to help others in their local community
Lesson Three:		
SOC. I. Historical Perspective	2. Comprehending the Past	EE. 4. Identify and explain how individuals in history demonstrated good character and personal virtue.
Standard		
ELA 5. Literature		EE 1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
ELA 10. Ideas in Action		EE 1. Make connections between key ideas in literature and other texts and their own lives.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
Lesson One:		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 7. Give classroom examples of when a student does not need the teacher's permission to act philanthropically or for the common good.
Lesson Two:		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.

Philanthropy Theme Framework (Continued):

Strand	Standard	Benchmark
Lesson Three: PHIL I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 6. Explain why acting philanthropically is good for the community, state, or nation.

Lesson Developed and Piloted by:
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Course Name: Philanthropy and Social Studies
Unit Title: We Can All Do Our Share
Lesson Title: Lesson One: Compliments
Grade Level: K - 2nd Grades
Duration: One Thirty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks

SOC.V.2.EE.1

Philanthropy Theme(s):

Philanthropy and the Individual

PHIL.III.PI01.E7

Purpose:

This lesson encourages children to think of others' feelings. Students discover that it feels good to make others feel good.

Objectives:

The learner will:

- state what they like about a classmate.
- respond appropriately when receiving a compliment.

Experiential Component:

None for this lesson.

Materials:

- Paper and pencils
- Three faces drawn on the chalkboard or large paper (see **Anticipatory Set**)
- A jar containing a slip of paper for each student on which the teacher has written a specific a compliment

Instructional Procedure(s):

Anticipatory Set:

Draw three large faces on the chalkboard or large sheets of paper, one face should be a “happy face”, one a “straight mouth face” and one a “sad face”. Have the faces displayed so that they are spaced apart. Ask students to remember how they felt walking into the classroom on the first day of school, Were they a little frightened or worried that they wouldn’t know anyone? Then ask the students to look at the faces and to go stand by the face that best shows that feeling. Take some time to ask several

Instructional Procedure(s) [Continued]:

Anticipatory Set (Continued):

students to tell why they choose that face. Then ask them to move to the face that shows how they feel about being in that classroom today. (Presumably, several students will move from the “straight” or “sad” face to the happy face. If everyone begins at the happy face, that’s wonderful, just skip the next question and go on.) Now ask, What things happened in the classroom that caused the change? What makes this classroom a good place to be? Are there things students can say that will also make them appreciate each other?

- Ask students if they know what it is called when someone says something nice about a person. Explain that the word is called a *compliment*. Discuss the meaning of the word “**compliment**.”
- Discuss how it feels to receive a compliment. (*Often compliments will cause persons to smile and they will feel happy.*) Stress that a compliment given to another person should be true.
- Remind students to say, “*Thank you,*” after they have received a compliment.
- Discuss how important it is to be a part of the “**classroom community**.” We need to care about and take care of each other. Giving compliments is an example of caring and taking care.
- The teacher should write a compliment to each student on a slip of paper and put it into a container. (Try to identify something unique and specific about each student.) To practice receiving compliments, the teacher will randomly pull compliments out of the container and give the compliment to the intended person. The teacher should remind the students to respond appropriately to the compliment.
- The teacher should then write each student’s name on a piece of paper and place it in another container. Students may pull names out of the container, making sure not to get their own names. Students should write or draw a compliment to the person whose name they drew. Remind students that a compliment is something nice that will make a person feel good. Allow time for students to formulate compliments. Some students may require compliment starters such as:
 - *I like you because...*
 - *You are a friend because...*
 - *Thank you for....*
- Have students take turns paying compliments to each other in front of the class and thanking each other for the compliments.
- Ask students how it felt to receive a compliment. Ask students how giving a compliment to someone made them feel.

Assessment:

The teacher may observe that the students have given an appropriate compliment and appropriately received a compliment. The teacher may also ask students to explain how the giving and receiving of compliments improves the climate of the classroom and school.

Extension:

None for this lesson.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	2. Conducting Investigations	EE. 1. Pose a question about life in their school or local community.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 7. Give classroom examples of when a student does not need the teacher's permission to act philanthropically or for the common good.

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Course Name: Philanthropy and Social Studies
Unit Title: We Can All Do Our Share
Lesson Title: Lesson Two: I'm a Philanthropist!
Grade Level: K - 2nd Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.VII.1.EE.2

Philanthropy Theme(s):

Philanthropy and the Individual

PHIL.III.PI01.E.1

Purpose:

This lesson introduces or reinforces the definition of philanthropy. The children are given the opportunity to see that philanthropy is something in which they are capable of participating. The memory building game stimulates the children to choose many different ways of being philanthropic. The students are encouraged to make a conscious effort to improve their community.

Objectives:

The learner will:

- name a philanthropic act that they could actually perform.
- distinguish between the concepts of time, talent, and treasure.

Experiential Component:

Individual student activities may be done as suggested in the lesson.

Materials:

- Paper
- Pencils
- Crayons
- Markers

Instructional Procedure(s):

Anticipatory Set:

*Introduce the word **philanthropy** by writing it on the board. Ask students if they have ever heard of the word? Ask students if they have any ideas as to what it means?*

*Ask students if they have heard of giving? Explain that **philanthropy** means giving of your time, talents or treasure.*

- Ask the students:
 - *What does it mean to give your **time**? What is your time?*
 - *What does it mean to give your **talent**? What is your talent? Can you play a musical instrument, sing, dance, paint, recite poetry? Are you kind or patient?*
 - *What does it mean to give your **treasures**? What are your treasures? Your treasures are your money or belongings.*
- Lead students in a discussion about what they have to offer and to whom they could offer it. For example, it would not be appropriate for a child to say *“I could give \$100 to the Animal Shelter,”* but it would be very appropriate for them to say, *“I could volunteer my time at the Animal Shelter. I could walk dogs, clean cages or just play with lonely animals.”* Explain that people give some of what they have (*time, talent or treasure*) because they have strong feelings for the cause they selected.
- Tell the students that each of them must now think of something philanthropic that they could personally do in their class, school, family, or neighborhood. Explain that we will go around the room and each person will say *“I’m going to be a philanthropist because I’m going to ...”* The next person will say *“I’m going to be a philanthropist because I’m going to ...”* (*what the previous person named and add their own*). The teacher can record these ideas on a chart that is not visible to the students (such as on the back of an easel) as the students share. The game requires memory and once the students have come up with an idea, they own it. Each student in turn names the previous two students’ philanthropic acts and adds his/her own. This continues around the classroom as each person adds another act to the list and must recite the ideas of their classmates. When the memory game is over, the chart should be shown so that the students can read and review all the philanthropic ideas. (During the game students should be given the option to “pass” if they are not ready to share.)
- Make a class book. Ask the students to write *“I’m going to be a philanthropist because I’m going to ...”* (whatever idea they gave during the game or one from the chart). The student will be asked to distinguish between time, talent, and treasure by also writing, *“I’m giving my...”* (*time, talent, or treasure*). The students should illustrate their writings. The teacher can bind the pages into a book for the whole class to enjoy, and upon which they can reflect.

Assessment:

Assessment will be done by teacher observation of student participation. If a student comes up with an inappropriate philanthropic act, the teacher will ask the student if s/he has named something s/he is capable of doing. Does it fit the definition of philanthropy as giving of your time, talent or treasures?

Extension:

Remind students that they have selected a “possible” type of philanthropy for themselves. Just naming an act of philanthropy is not philanthropy. It must be carried out. Suggest that students go ahead and volunteer their time, talent or treasure in the manner they mentioned.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	EE. 2. Participate in projects designed to help others in their local community

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.

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Course Name: Philanthropy / Language Arts / Social Studies
Unit Title: We Can All Do Our Share
Lesson Title: Lesson Three: Heroes in Our Community
Grade Level: K – 2nd Grades
Duration: Two Thirty-Minute and Two Forty-Five Minute Class Periods

National Content Standards:

<http://www.mcrel.org/standards-benchmarks/standardslib/langarts.html>

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

ELA.5.EE.1

ELA.10.EE.1

SOC.I.2.EE.4

Philanthropy Theme(s):

Definitions of Philanthropy

PHIL.I.DP02.E.6

Purpose:

This lesson will help students recognize heroes within their community. Children quite often revere sports stars and celebrities. But most real heroes are not people of great renown. They live near us. By performing small acts, they win our admiration. Since children imitate what they see and hear, it is important to point out to them what actions merit honor and which individuals deserve admiration.

Objectives:

The learner will:

- define the word **hero**.
- name at least three heroes in our society.
- identify at least three heroes within their community.
- name and explain a personal hero.

Experiential Component:

None for this lesson.

Materials:

- *The Children's Book of Heroes* by William Bennett
- "Real Heroes in Our Community" Profile (see **Attachment One**)

Instructional Procedure(s):

Anticipatory Set:

*The teacher should hold up the book, **The Children’s Book of Heroes**, and ask the students what they think the book is about.*

- **Day One:** From the book, read the story “How the Animals Got Sunlight.” Lead a discussion following the story on the following points:
 - What is a hero?
A hero is a person who is admired for great courage, special achievements or noble character; or a person who, against the odds, tries when others have already tried and failed. Such perseverance sometimes makes heroes.
 - Who was the hero in this story and why?
The spider was the hero because she tried and succeeded in getting the sun for the animals.
 - How did she get the sun?
She left a thread trail to follow home and put the sun in a clay pot on her back.
 - What happened to the Possum when he tried to bring the sun back to the animals?
The brightness blinded him so even now he squints. The sun was too hot and burned off all of the fur on Possum’s bushy tail. That is why today possum’s tail is long and bare.
 - What happened to the Vulture when he tried to get the sun?
Vulture tried to carry the sun on his head. It burned off all his head feathers and made him dizzily fly in circles. Today vultures are bald and fly in circles.
 - Do you think that you would attempt to get the sun after you saw what happened to Possum and Vulture?
 - Do you think Spider was brave?
- Explain that one does not need to be big and strong in order to do something great for their people.
- **Day Two:** Read the story “The Hero of Indian Cliff” from *The Children’s Book of Heroes*. This is a story of true brotherhood. It is about putting yourself on the line for someone you love.
- Lead a discussion following the story, asking the following questions:
 - Who was the hero in this story? Why?
Nando was the hero because he saved his brother’s life.
 - Nando had always looked up to his brother Manuel. What were some of the ways that Manuel showed he was a caring older brother?
Possible answers would include:
 - *Manuel carried the knapsack.*
 - *He was giving his brother a special birthday by showing him the way to Indian Cliff.*

Instructional Procedure(s) [Continued]:

- *He had brought a rope that he used at steep parts of the trail to help Nando along.*
- Heroes are generally people whom we admire. Do you think that Manuel admires his little brother? How?
- Name some heroes in our society? Why are they considered heroes? Why do we admire them? Make a list of the names on a large sheet. Be sure to have more heroes listed than students. *Examples might include: Martin Luther King Jr., Harriet Tubman, and Isaiah Thomas.*
- On a large sheet of mural paper have students draw a picture of the hero that they have chosen from the class-generated list. Write the hero's name and a short sentence about why that person is considered to be a hero. *For example: Martin Luther King fought for equal rights for all.*
- **Day Three:** Read the story "Tashira's Turn" from *The Children's Book of Heroes*. This story illustrates how the daily examples of others can turn any one of us into a hero.
- Lead a discussion on the following questions:
 - What was Tashira's mom doing when she said it was her turn to help?
She was washing graffiti off of the school walls.
 - What was Tashira's teacher doing when she said it was her turn to help?
She was painting the church steeple.
 - What did Reverend Wilburn do when he said it was his turn to help?
He made dinner for a family that had a new baby.
 - What did Officer Hamlette do?
He stood on the corner and made the neighborhood safe.
 - What did Tashira end up doing when it was her turn to help?
Tashira pulled a boy out of a smoky window.
 - She was very brave to do that. The boy told her that someone else was still inside. What did Tashira do next?
She went to get help.
 - Do you think Tashira was smart to know that she needed help? Why?
- Review the meaning of "**philanthropy**" (*the giving and sharing of time, talent, or treasure intended for the common good*). Ask the students to decide why people who act in this way are considered to be doing good for the community. Tell students to think about all of the different things that people did in this story. They all were doing things to help out the people who lived near them, in their community. Ask if they were acting philanthropically. Explain that they all were heroes in their own way. Ask students to name some people in the community who are heroes. Can they think of any people who take their turn and help everyone by what they do?

Instructional Procedure(s) [Continued]:

- *Volunteer firefighters*
- *Musicians*
- *Parents that volunteer at school*
- *People that bake for bake sales*
- *Artists*
- *People who help the elderly*
- *People that plan celebrations for everyone to enjoy, i.e., 4th of July*
- *First Responders*
- *People who teach: Sunday school, Boy Scouts, Girl Scouts, 4-H*
- *Kids who help younger kids learn something new*
- *People who help their neighbors*
- *People who coach: Little League, soccer, football, and baseball*
- **Homework:** Tell students to think of a person whom they personally know and consider to be a hero. Tell them to write down a few facts about this person. Tell students to think about what it is that makes them think this person is a hero.
- **Day Four:** Give each student a profile sheet. This sheet has boxes for writing facts about the chosen hero. Have students use their fact sheets to do a “*Real Heroes in Our Community*” profile (see **Attachment One**). This sheet should be copied on legal size paper. When finished these profiles may be stapled to a large sheet of construction paper. These profiles should be put on display in the school next to the *Hero Mural* that the students made on Day Two. The display can be titled “*Heroes are Everywhere.*”

Assessment:

The teacher will assess the students on their participation in the discussions and on how well they followed the Hero Profile requirements.

School/Home Connection:

Ask the students to think of themselves as a hero, someone who has done something to make their world a better place to be. Send home *Real Heroes are Everywhere* (see **Attachment Two**) as an assignment, allow students to share the information when it is returned, and post it on the “*Heroes Are Everywhere*” display.

Extension:

None for this lesson.

Bibliographical References:

Bennett, William J. *The Children’s Book of Heroes*. New York: Simon and Schuster, 1997.

Michigan Curriculum Framework:

Standard		Benchmark	
ELA	5. Literature	EE	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
ELA	10. Ideas in Action	EE	1. Make connections between key ideas in literature and other texts and their own lives.
Strand		Benchmark	
SOC.	I. Historical Perspective	EE.	4. Identify and explain how individuals in history demonstrated good character and personal virtue.
Standard			
	2. Comprehending the Past		

Philanthropy Theme Framework:

Strand		Benchmark	
PHIL	I. Definitions of Philanthropy	E.	6. Explain why acting philanthropically is good for the community, state, or nation.
Standard			
	DP02. Roles of Government, Business, and Philanthropy		

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Attachment One
Lesson Three: Heroes in Our Community

Real Heroes in Our Community

Name of a Real Hero in Our Community

Background Information (Job, Family, Hobby)

What This Person Has Done To Be a Community Hero

Why I Admire This Person . . .

My Community Hero (Drawing)

Attachment Two
Lesson Three: Heroes in Our Community

Real Heroes Are Everywhere

My Name

Background Information (Family, Hobby)

What This Person Has Done to be a Community Hero

My Picture (Drawing)